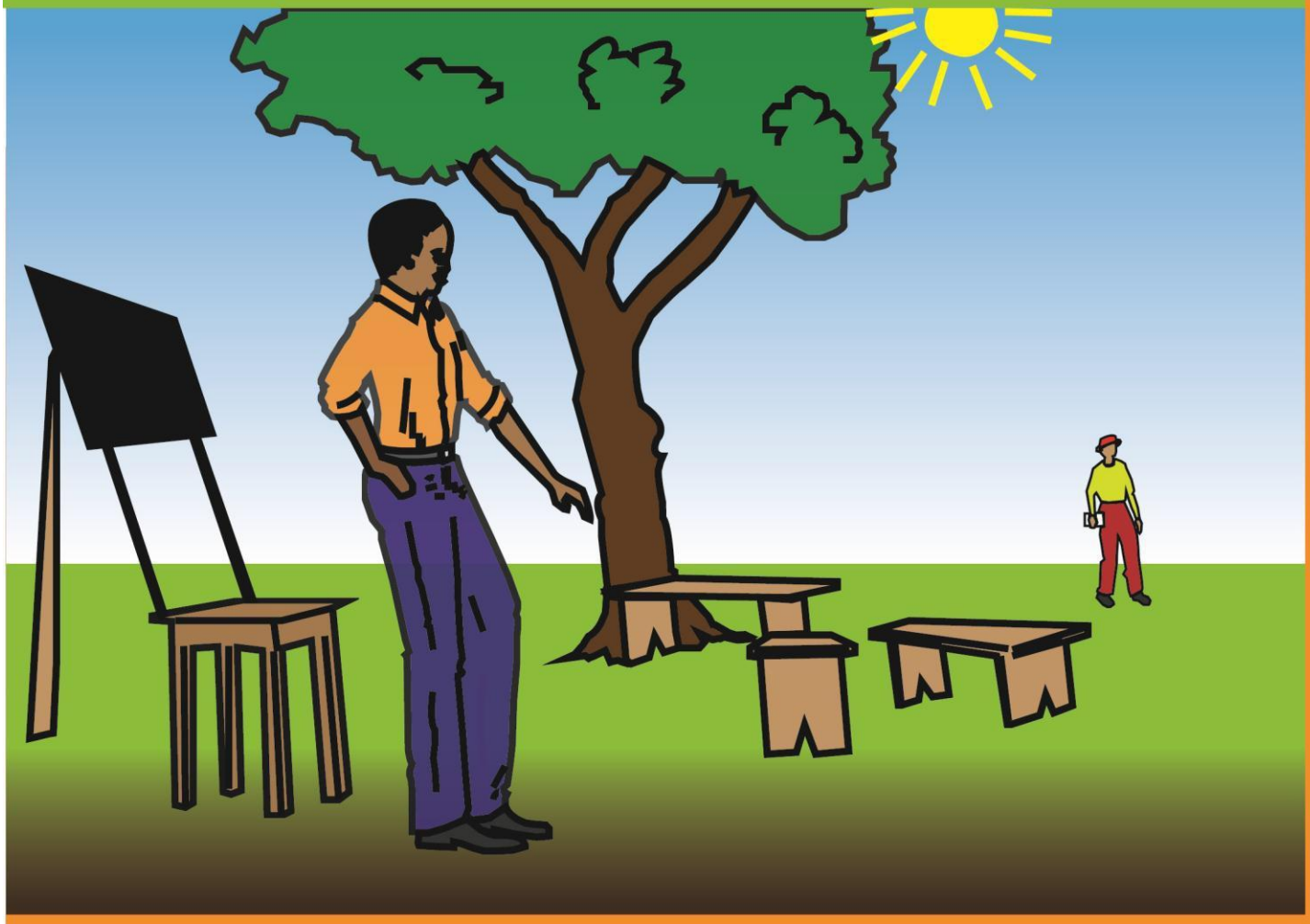
FUNCTIONAL ADULT LITERACY PROGRAMME

TRAINING MANUAL

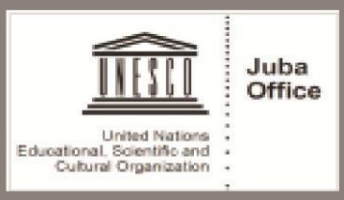


FUNCTIONAL ADULT LITERACY PROGRAMME

TRAINING OF TRAINER MANUAL

Literacy Credits

A number of participating UN Organisations in the *MDGF Achievement Fund's UN Joint Programme on Creating Youth Employment in South Sudan* pooled their resources to enable UNESCO to realise the development of a set Functional Literacy readers guides. Funds were provided by UNDP, UNICEF, UNIDO, FAO and ILO.



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OVERALL COURSE OBJECTIVES

The overall objective for this course is to:

Equip literacy trainers with the necessary skills and knowledge needed to train and facilitate literacy learning to adults, including:

1. Discuss adult learning principles and how they relate to training
2. Describe the 3 necessary components of a learning context in learning and how they influence training and adult learning.
3. Discuss and review adult learning approaches and consider their relevance to training.
4. Analyze contextual literacy issues in South Sudan and how these may influence teaching (time, gender and cultural issues)
5. Identify effective and relevant methods of teaching reading writing and numeracy
6. Describe at least 5 facilitation techniques that are relevant to literacy learning
7. Use assessment and monitoring tools to assess learning
8. Examine issues related to planning and scheduling a literacy class
9. Design, draft and demonstrate a lesson using the necessary skills and techniques acquired
10. Practice facilitating a training session which will include giving and receiving feedback

METHODOLOGY

The training follows the tenets of adult learning and is

- Participatory and Interactive
- Puts the participants at the center of the process
- Addresses to adopting the principles of adult learning and facilitation skills in regards to teaching adults
- Is collaborative and encourages the teachers to work together as will be expected during the training. Team work is encouraged to maximize learning from each other

HOW TO USE THIS MANUAL

The contents of this manual are divided into sections reflecting the days of training. Each day's training is further developed into sessions and contains:

- Topics /content area
  - **Purpose** : Describes the overall aim of the section
  - **Objectives**- describes what the participants should be able to do each session and at the end of the day. These should be clearly written and evaluated at the end of the day or during recap times.
  - **Guiding questions**: Each section begins with questions that each sessions aims to answer.
  - **Handouts:** A list of handouts to be used at each session is pre-listed to help the trainer/facilitator prepare and go through them beforehand.
  - **Trainers' notes** (**Important):** the trainer's notes are meant to prepare the trainer for that particular training section. They are not meant to be presented to the teachers word-for-word. The trainer may need to simplify the notes for his/her students.
  - **Training outline** - these are suggested activities for each section that's specifies the approximate times as well as participants activities to help them be involved in the facilitation
  - **Reflection and review**- gives the trainers and trainees a chance to review the learning process based on the sections objectives as well as evaluate the day's training
  - Suggested times for each activity and input.

Trainers are encouraged to include any additional approaches or activities that will add value to the training. The goal is to facilitate learning.

OVERVIEW OF THE TRAINING

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
1	<u>OVERVIEW TO LEARNING & LITERACY</u> <u>Session 1A: Introductions</u> Who are we and why are we all here? Introductions Training overview How do we manage the training process together? (norms, rules,) How much do I know on adult literacy and training? Training analysis and self-assessment What do I want to achieve at the end of this training? Goal setting	• State at least 3 expectations from the training • Discuss their training experience as well as stating what they would like to learn from the training • Write at least 5 goals they hope to achieve by the end of the training	• Managing the training process together. • Understand that every person has some experience and therefore the need to: Learn from each other and Learn by doing • Setting personal goals helps participants focus their efforts in a consistent direction as well as improve self-motivation & satisfaction. It is important to encourage participants as well as facilitators to set their goals.	Introductory ice breaker Story telling (sharing experiences) Self-evaluation tool- KWL tool Setting personal goals
	<u>Session 1 B: learning</u> How does learning take place? How best do I learn Understanding learning styles	• Describe their learning experience and how this relates to their views on learning • Articulate at least one preferred learning style • Discuss the implications of the varied learning styles in relation to adult learning	• Learning happens all the time, anywhere and involves the brain. • Learning is a process that takes place within a particular context. • Previous learning experiences influence current learning experiences. • Each individual learns in a different way. Understanding preferred learning	Brainstorm, newsprint activity, self-evaluation tools, storytelling. Summary of the learning environment

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
			styles and those of others are important in shaping facilitation techniques.	
	Session 1C: Adult learning How do adults learn? On what principles is adult teaching and learning based?	• Articulate the main principles that substantiate adult learning • Explain the relevance of the adult learning principles in relation to teaching adults • Discuss how a trainer can apply the adult learning principles	Adults: • have a self-concept and hence are self-directed • brings a wealth of experience including developed learning skills • have a readiness to learn • orientation to learn is for immediate application • motivation to learn is based on a particular purpose – adults will learn what they want to use	Brainstorming and Buzz groups Story telling Interviews Group work
	Session 1D: Experiential learning How can we utilize adult learning principles to facilitate learning?	• Describe the phases of the Experiential Learning Cycle and the relationship to training based on the different phases • Discuss the trainer's role in each phase of the learning cycle	Adults learn best to meet an immediate need, when they can • Reflect upon their experiences, and so on. • Recall and articulate their Experience: • Generalize the issue or situation based on previous experience: • Apply the new knowledge to the current issue or situation	Individual stories of how they learnt how to do something or about something without reading or writing? Role play

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
2	<u>Session 2: LEARNING CONTEXT</u> <u>2A: The learning environment</u> What literacy practices do we experience on a daily basis How can we utilize the learner's context to promote learning? What are the cultural issues in the learners' environment that influence learning?	• Describe the context of the learners and articulate the issues that will influence learning • Articulate the context issues that can be used to promote/enhance learning (realia)-TALULAR • Discuss cultural and other cross cutting issues that affect/influence the learning environment. • State the physical aura that influences learning	• Literacy development will depend on the learner, the learning context as well as the facilitators' knowledge, skills and beliefs. • Learning takes place within a context. Context develops literacy practices. • Adults will learn what they want to use. • Adults' experiences and knowledge are shaped and stimulate by the cultural patterns within a specific context. They will have the vocabulary and expertise of that context.	Mapping Group work Gallery walk
	<u>2B: Understanding our learners</u> Who are our learners • Who are the learners and how will this influence the training? • What are the learners needs • What theories of needs influence adult motivation to learn	• Describe the characteristics of the prospective learners • Discuss and articulate learners characteristics in relation to the training • Practice taking a needs and knowledge assessment to find out more about learners competencies • Analyse learners needs assessment in relation to the training and training needs	• Understanding literacy development requires knowledge of the learners' skills, literacy practices, motivations • Different learners have different abilities, expertise and knowledge. These when well facilitated are a wealth of knowledge to the whole group. How the trainer facilitates these experiences will influence the overall impact of the training. (encourage collaborative & participatory learning, • Some of the experiences are not very positive and will need sensitive handling • Adult learner are not children and hence facilitation of learning requires skills and sensitivity	Brainstorm sessions Needs assessment and analysis Plenary session Group discussion

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
	2C: The role of the facilitator What is the role of the facilitator in relation to adult learning and training? What technical skills do I need to meet the needs of the learners and facilitate learning? • Facilitators role • Facilitating skills	• Articulate the facilitators role in a literacy and English class • Identify their strengths based on the identified skills and areas they would need to work on • Identify the basics needed for a good learning environment for the literacy classes and their roles	• Adults come to class with a wealth of knowledge. • How does your adult learner motivation to attending class parallel your desire to teach? • Good facilitator re knowledgeable in their work, nurture relationships to develop a positive learning environment, reflect on their teaching and are flexible to meet the needs of their learners	SWOT analysis Individual analysis Group work
3	Session 3: ADULT LITERACY LEARNING: Session 3A: Adult literacy in South Sudan Why is adult literacy important in relation to development? What is the literacy situation in South Sudan? What is the role of functional literacy in South Sudan?	• Articulate in their own words their understanding of literacy and it implication to development • Analyse the literacy practices relevant to South Sudan • Discuss the literacy situation in South Sudan • Discuss the implication of functional literacy in relation to the context	• Defining literacy in south Sudan • Literacy is all around us and we need to identify the practices the learners will already be familiar with so as to use their experiences in the classroom • Literacy learning has to be contextualized to the different lingua and issues of South Sudan especially at the beginning	Plenary session Mapping exercise of their views on literacy (who is literate in my community, age, gender, rural, urban and so on and the effect on development) Story telling (their experiences with illiteracy) Case studies
	Session 3B: Approaches to teaching literacy How did I learn to read and write? What are the major approaches used in introducing literacy especially to beginners? What should be considered when selecting a literacy approach?	• Discuss the three major approaches to teaching literacy • Develop simple lessons to elaborate the three different approaches	• Literacy development have to engage with the context (involve the literacy practices), provide support for learning and must be based on the need (demand and value) of the learner. • Learning to read is not an easy task. • Learn by practicing	Plenary sessions Simulations Storytelling, how we learned a new language, challenges and so on

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
4	Session 4: METHODS TO FACILITATE LEARNING <u>Session 4A: Teaching Reading</u> What reading practices are adult learners involved in within our context? What is involved in reading? What are the different skills for teaching reading?	• Identify and simulate at least two methods/approaches for teaching reading skills to pre-literate adults • Draw out the complex process involved in learning to read • Demonstrate at least two skills for teaching reading •	• Reading is a complex process that: ○ Depends on the development of human capacities(speech, memory, motivation and so on) ○ Is related to spoken language –MT (decoding what we know to speak) ○ Depends on the knowledge of the context and purpose for reading ○ Requires instructions and immersion in written language • Reading involves decoding, vocabulary building, improving fluency and developing comprehension	Plenary session Simulation exercises Brainstorm Reflection exercises
	<u>Session 4 B: Teaching writing</u> What writing practices are adult learners involved in within our context? What is involved in writing? What are the different skills for teaching writing?	• Identify and simulate at least two methods/approaches for teaching reading skills to pre-literate adults • Draw out the complex process involved in learning to read • Demonstrate at least two skills for teaching reading	• Writing is the creation of text for various purposes • Proficiency in writing requires knowledge in basic writing skills, developing writing strategies and knowledge within the writers motivation	Plenary session Simulation exercises Brainstorm Reflection exercises
	<u>Session 4C: Teaching Numeracy</u> What numeracy practices are adults involved in from our context? What is involved in numeracy How do adult cope in relation to numerating What skills can we use to teach numeracy?	• Relate the nature of numeracy in relation to adult learning • Summarize the process of learning numeracy • Associate numeracy learning in the lives and experiences of the participants	• Numeracy has to be developed within the context of everyday uses	Plenary session Simulation exercises Brainstorm Reflection exercises

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
5	Session 5: DEVELOPING FACILITATION SKILLS Session 5A: Techniques for collaborative learning How can we enable learners to work together and learn from each other? (project work, group work, paired work)	• Differentiate between collaborative learning and participatory learning • Identify at least 10 techniques that can be used to encourage collaborative and participatory learning • Infer from the training and analyse the techniques that have been used so far and relate them to learning	• To be able to teaching approaches should be scaffold for learners to master their literacy skills • Given the heterogeneity of the learners, differentiated instructions should be used to support the varying skills as well as encourage peer learning.	Simulation exercises Role plays Reflection from the training
	Techniques to encourage individual work	• Sate the importance of encouraging individual work among learners • Identify techniques for encouraging individual learning	• While learning collaboratively is encouraged, individual skills and strengths should be encouraged as this strengths the group as well	Brainstorm Simulation
6.	MONITORING AND ASSESSING LEARNING Session 6A: Assessing learners learning How can we by our design ensure that the adult learner is learning	• State at least 3 different assessment tools that are used to assess learning • Design simple assessment tools that can be used by the learners • Articulate the place of assessment in the learning process	• Learning requires developing processes that tracks the learning • Different assessment are used for different purposes , diagnostic, formative and overall programs • Assessment should be based on the contexts, • Evaluation techniques should consider what tools to use (formal/NF), focus, timing, resources and the use of the evaluation.	Brainstorm Simulation Plenary session Practice session
	Session 6B: Monitoring Trainers/facilitators training (reflective practices- journals, teachers as researchers) Giving and receiving feedback	• Identify tools that can be used in monitoring the facilitation process.		

Day	Topic and main question	**Objectives:** By the end of the session, the trainee will be able to:	Key note message	Suggested Activities
	<u>Session 6C: Monitoring & evaluating the literacy course</u> How do we find evidence of the learning process and management?	• Analyse reasons for evaluation • Identify the different aspects of the course that needs to be evaluated • Summarize appropriate techniques to be used • Demonstrate one technique in class		
7	PLANNING & MANAGING LITERACY CLASSES <u>Session 7A: Lesson planning</u> How do we design lessons that more adults will understand learning? What is the importance of planning lessons	• Plan and execute a full lesson with peers • Participate in a peer teaching activity that includes		Peer teaching Lesson planning
7-10	• **Week 2** • Preparing lessons • Peer teaching • Reflective practices • Receiving feedback • Each trainee will talk about the preparation process, the challenges they had, do the training, write their evaluation ad wait to receive feedback			
	Evaluation of the training and feedback	• Review the training course and give constructive feedback for future trainings		

PRE- TOT SELF ASSESSMENT

The purpose of the self-assessment is to assist the participants to reflect and assess on their individual knowledge, experiences and attitudes in regards to the scheduled training. At the end of the training, the same assessment will be given to evaluate the training. The assessment is also another way of introducing the overall design of the training.

Note to the facilitator

Sometimes, participants may develop anxiety in regards to the assessment. The role of the facilitator is to provide a comfortable environment.

As the facilitator explain the purpose of the self –assessment.

Distribute the self- assessment questionnaire to all the participants and ensure that they understand how to fill in the questionnaire.

Participants should answer clearly but briefly. If the participants do not understand some words, it is ok as it means that they are yet to learn it or know it by a different name.

Since the assessment is long, the trainer may decide to divide it into sections and have a pre-assessment before each topic.

See handout 1 for the complete pre-TOT self-assessment.

I. OVERVIEW TO LEARNING AND LITERACY

Purpose: To welcome participants to the training, discuss the overview of the workshop as well as introduce the basics of learning and adult literacy.

Session 1A: Introduction to the training

Objectives:

By the end of the session participants will have:

1. Introduced each other, identified individual and group expectations of the workshop in relations to the overall objectives:
2. Discussed and analysed the training components
3. Identified their current knowledge and skills as trainers
4. Evaluated their teaching experience as well as identified areas they would want to learn more about

GUIDING QUESTIONS

Time: 2hrs

A. Who are we and why are we here?
   - Activity 1 : getting to know each other (Introduction activities and setting norms)

B. How do we manage the training process together?
   - Activity 2: My expectations from the training

C. How much do I know on adult literacy and training?
   - Activity 3: Story telling-sharing my experience
   - Activity 4: Training self-evaluation

D. What do I want to achieve at the end of this training?
   - Activity 5: Introducing the KWL tool

HAND-OUTS

1. Overall training objectives
2. KWL assessment tool
3. Self – evaluation tool
4. Setting my goals tool

TRAINING OUTLINE

Time	Activity	Materials
15 min	**Activity 1:Getting to know each other** Organize the participants to sit in a large circle. Ask each participant in turn to state their name and share at least one norm they would like to see observed during the training. As they state the norms, the trainer should write these down on a flipchart or display board. After each participant introduces their names, see if the participant can remember the names of the people seated next to them. Encourage the participants that by the end of the training, they should be able to know each other's name.(you can also divide the participants into groups of three and have them introduce each other) Use this time as a class to brainstorm other logistical issues that will be needed such as a time keeper, note takers, daily summary groups	
15 min	**Training Expectations** Hand out a piece of paper or card and ask the participants to answer the question "What do I expect to get out of the training?" Divide the participants into groups and have each participant post their response or write it on a flipchart. In their groups, have the categorize the list of expectations to come up with similar themes Bring all the groups together and compare the expectations with the goals and objectives. <u>Note to trainer</u>: Discuss the list of expectations and what you intend to cover. Note any important addition you may need to cover and plan for it. Note those expectations that are beyond the training objectives and discuss these.	Flip chart Writing paper or Chalk board and chalk Handout 1-workshop goal and objectives
40 min	**TOT self-evaluation tool** Ask the participants to fill in the self-evaluation. Explain that this is not a test but a way that will help both the facilitator and the participants' better plan for the training as well as help the trainee monitor their learning. Collect the forms making sure the participants have filled in all sections.	Self-evaluation handout
40 min	**Introducing the KWL tool** The purpose of this tool at this stage is to introduce a tool that prompts trainers what they know, generate questions and track their learning process. In this session, the participants will reflect on their knowledge on adult learning. As it is the first time, facilitate the lesson with the whole class. 1. Brainstorm with the learners all they know or think they know about adult learning. (You can also have post its and have everyone write down one or a couple of things they know and	Handout KWL tool

Time	Activity	Materials
	discuss these as a large group) Probe the participants to give you any evidence they have if any, it could be stories , previous training experience and so on Encourage everyone to give their opinion 2. In the next step, now ask the participants to come up with questions or views of what they want to know or learn about adult learning. This could include questions they still have on adult learning, things they have heard and are not sure about and wants to verify and so on 3. Review the two (K) and (W)as a class in relation to the objectives of what is to be covered, and the experiences we have in the room in relation to adult learning and t 4. While the (L) will not be filled at this time, explain to the class what the L stands for and that this will be filled in later (This technique can be used at the beginning of each class. At the end of the class, have the participants review and record all that they have learned, other questions that have come up new ideas and knowledge and so on)	
15 min	**Setting my training goals** At this stage have the participants take a few minutes to reflect on the whole session. Using the handout, facilitate the participants to write down not just what they hope to achieve at the end of the training but also what their role will be Remind the participants they are to be as practical and real as possible. At the end of the session, the facilitator should schedule time to meet with the participants to discuss their goals and plans	Setting my goals handout

◊TRAINER'S NOTES

The first day of the training is very important. Participants will come with their own expectations and goals. It is important to draw the participants' expectations as well as set the training objectives.

The role of the trainer is to manage the facilitation process

Adults either have been part of training or have trained before. They therefore will come to the training with both good and bad experiences. As a facilitator, it is important to start by understanding how much the participants already know and see if there are ways to reinforce the learning experiences.

Understanding that every person has some experience calls for re the need to involve the learners in the learning process.

Session 1B: Learning

Objectives:

By the end of the session participants will be able to:

1. Describe their views on learning and associate their experiences with the basic principles of learning
2. Explain the *learning spiral* from adult education practice, reinforcing *learning as a process* that puts the *learner in the centre.*
3. Describe their preferred learning style and suggest one implication
4. Explain the relevance of their learning styles in relation to teaching or training

Key question: How best should we draw on the learners experiences to encourage learning?

GUIDING QUESTIONS

Time: 1 hour 25 min

A. How does learning take place?
   - Activity 1: Brainstorm on learning
   - Activity 2: newsprint activity

B. How best do I learn?
   - Learning styles self -evaluation tool

HANDOUTS

1. Learning spiral
2. Learning styles evaluation
3. Learning styles summary

TRAINING OUTLINE

Time	Activity	Materials
5 min brainstorming	**Activity 1: What is learning?** On a large flip chart or on the black board, write the word learning. Ask the participants to brainstorm what word or sentence comes to mind when they hear or see that word. Encourage the participants to keep to one word or simple sentence	Chalk and board/flipchart and markers
15 min	**News print take a stand activity** On two different flipcharts write these two sentences 1. Learning can cause change 2. Change causes learning Ask the participants to read and reflect on these sentences. Then have them move to stand below or next to the	

Time	Activity	Materials
	sentence they agree with most. Each participant must choose. Have some of the participants tell others why they chose a particular sentence. One rule however is that if the other group members are convinced they can move or change their stand stating their reason or what convinced them to move. Ask a large group, discuss the implication of these two sentences	
10 min Plenary session	**Summary on learning: The learning spiral** Use the learning spiral to summarize on learning facilitator will draw people's attention to the way in which the first steps of the learning spiral have been covered in the last two exercises – start with what people already know, establish patterns, introduce new information (and project how they will take new learning forward, to influence change) (1. Learning starts with people: 2. Is influenced by patterns from experiences: 3. Introduce new information: 4application of the learning and 5:transfer of the learning experience Learning as a process that should result in change of behavior or practice or attitude	Learning spiral handout
45min	**Learning styles self -evaluation tool** 1. A new phone that uses a lot of gadgets is given to you to help you do your work. You have never seen or used such a phone before. How would you go about learning how to use it so as to better do your work 2. Briefly write your answer Hand out the learning styles tool and give participants time to respond. When everyone is finished, take time to tally the responses and take an inventory of learners' preferred learning styles. How different is it from the first activity Summarize the session	Learning style test tool Learning style summary handout
10 min	**Self-evaluation** What does this all mean to me Have the participant think about the session and write down what they have learned and how they might use or not use the experience	

◊TRAINER'S NOTES

Learning does cause change though not always, on the other hand, change causes learning but not all changes cause learning. It is important to have this in mind as it will help trainers to prepare people to implement change as well as successfully deal with changes as a process of learning

We not only need to be sensitive about what the learners brings to class but we also need to consider the uniqueness of the learners way of learning and how we as teachers can use that to make their learning and understanding easier. How one always sees understands, organises and remembers new information. English teachers must consider these styles of learning and use the appropriate teaching methods to ensure that all learners are catered for.

Why should we know about learning styles?

In most cases, participants will develop learning styles that emphasis some learning abilities over others. Learners learn better faster if the teaching methods used match their preferred learning styles.

- Learners have mixed skills, attitudes and experiences and hence the need to encourage active involvement, varying of techniques to promote learning.
- As learning improves, so too does self-esteem. This has a further positive effect on learning.
- Students who have become bored with learning may become interested once again.
- The student-teacher relationship can improve because the student is more successful and is more interested in learning.

I hear I forget
I see I remember
I do and I understand

Session 1C: Adult Learning

Objectives:

By the end of the session participants will be able to:

1. State at least 5 principles on adult learning
2. Explain the relevance of the adult learning principles in teaching literacy classes
3. Explain how as a trainer they can apply these principles in their classes

GUIDING QUESTIONS

Time: 2hrs

C. How do adults learn?

- Activity 1: Story telling- my last learning experience interview
- Activity 2: paired sharing
- Activity 3: Developing a concept map
- Activity 4: Plenary and group summary on learning
- Activity 5: Reflection and summary

HANDOUTS

1. Adult learning principles
2. Adult learning questionnaire
3. Concept map
4. Child/adult learning comparison table

TRAINING ACTIVITIES

Time	Activity	Materials
30 min Pair work-interview	**Story telling- my last learning experience** Ask the participants to take a minute and think of an experience where they learned as an adult, and a different experience where they learned something as a child. (it could be something like learning to drive a car, a bicycle, anything) In pairs ask the participants to use the interview questionnaire to learn more about their friends learning experiences as an adult and as a child After the interview is over, bring the participant for debriefing sessions using these questions: • How did the learning take place • What was the learners role,	Interview questionnaire

Time	Activity	Materials
	• Did the learner know that learning has taken place and if so how • Did the learner have the motivation to learn and what was it • What were the learners reasons for wanting to learn • Did the learner have a choice in the learning process On the news print, facilitate the group to begin to look at the patterns that are occurring based on the responses and compare learning as a child and as an adult	
Concept map 30 min	Characteristics of adult learning Leave the patterns on the news print and on a clean newsprint, write the words Adult learning (Note to the facilitator) Find out if the participants know about concept map/cognitive map? If not explain that these are maps that are used to explore ones' ideas and connect the relationships. Start by asking the learners to list the first three words or more that come to mind when they think of adult learning For each of those words, add other words that come to mind when they think of the new words they have created and so on Have at least three or four steps Display the maps and have learners do a gallery walk and note similarities or differences Debrief Divide the class into two groups. Have one class do a concept mapping on child learning and the other on adult learning	Example of a concept map Flip chart Paper and pen
Pair work 30min	In a large groups have the participants develop conclusions about the way they see adults learn based on the categorization they have drawn Summarize on the board or flip chart the discussion and use the adult /child learning and finalize with the principles of adult learners During the debrief session, find out from the groups the challenges they encountered, during the process. How useful is this technique and where would they use it as adult teachers?	Child/Adult learning handout Adult learning principles handout Mark pens
15 min Plenary	Hand out the paper on principles of adult learning and have the participants read quietly first before comparing it with	

Time	Activity	Materials
session	the list you came up with in class	
30min Pair work	Application Your department has a new colleague joining you to help you train. However, they do not know anything about adult learning and they are nervous. They come to you for practical advice. What practical advice would you gives based on the principles you have learned? Have the pairs present their tips and advice and discuss these in class. (Put yourself in the other colleague's shoes and ask yourself if the tips provided would suffice. If not ask clarifying questions. What tips would you find hard to follow and what would you find easy to follow?	
15 min Wrap up	**Journal session** In your journals, write, down one thing or more that you have learned today, a question you still have, and an area you feel you will need help What do you take away from class What do you agree most with What do you think will be hard to implement	

◊TRAINER'S NOTES

Adults learning experience differs from that of children. This means that the way learning is delivered to adults should be tailored to suit the context of the learners

Adults will come to class with life experiences and while sometimes they may not acknowledge, know more than they sometimes say they do. The role of the facilitator so to draw on these experiences and situate their learning based on their context

The methodology should be focused on sharing ideas and building on knowledge and experiences.

> "People only learn when helped to use and thereby develop further their existing knowledge and capabilities."

The focus or methodology should be on facilitating adults to learn, through active engagement and based on the adults contexts and experiences.

Session 1D: Experiential learning

Objectives:

By the end of the session participants will be able to:

1. Summarize the different ways people learn
2. Describe the different phases of the experiential learning cycle
3. Describe the trainers role at each phase of the cycle

GUIDING QUESTION

Time: 1 hour 30 min

D. How do adults learn?
   - Activity 1: think –pair share
   - Activity 2: Plenary session
   - Activity 3: Role play
   - Activity 4: group work
   - Activity 5: Reflection and summary

HANDOUTS

1. Learning cycle hand out

TRAINING OUTLINE

Time	Activity	Materials
30 min Think-pair-share	**Story telling- my last learning experience** Ask the class to be in pairs As individuals think about your particular preference of learning and what you would like to see during the training to cater for your training style In your pairs, share what method you would both like to see in the course of the training based on their preferred learning style. They should be as realistic as possible Display these on the board and discuss what is practical and realistic as a facilitator, discuss what you can be able to cover and what you may not based on the goals and realities of the training	
30 min	**Plenary session** Experiential learning Origin Uses Elicit examples at each stage	Handout of the experiential cycle

Time	Activity	Materials
15 min	**Journal session** In your journals, write, down one thing or more that you have learned today, a question you still have, and an area you feel you will need help What do you take away from class What do you agree most with What do you think will be hard to implement	Journal books

◊TRAINER'S NOTES

The first day of the training is very important. Participants will come with their own expectations and goals. It is important to draw the participants' expectations as well as set the training objectives.

The role of the trainer is to manage the facilitation process

Adults either have been part of training or have trained before. They therefore will come to the training with both good and bad experiences. As a facilitator, it is important to start by understanding how much the participants already know and see if there are ways to reinforce the learning experiences.

Understanding that every person has some experience calls for re the need to involve the learners in the learning process.

II. THE LEARNING CONTEXT

Purpose: Understand the uniqueness and the role the learning context plays in influencing adult learning and the role of facilitators should play

Objectives:

By the end of the session participants will be able to:

1. Describe the context of the learners and articulate the issues that will influence learning
2. Articulate the context issues that can be used to promote/enhance learning (realia)
3. Discuss cultural and other cross cutting issues that affect/influence the learning environment.
4. State the physical aura that influences learning

Session 2A: The Learning Environment

Time: 1 hour 30 min

GUIDING QUESTIONS

A. What literacy practices are learners experiencing daily?
   - Activity 1: Mapping of literacy practices from the context

B. How can we utilize the learner's context to promote learning?
   - Activity 2: plenary session : group conclusion

C. What are the cultural issues in the learners' environment that influence learning?
   - Activity : Group work

HANDOUT

1. Sample summary chart from the mapping on literacy practices

Time	Activity	Materials
30 min	**Mapping of literacy practices** Start by asking the participants to reflect on the things they do daily and note these down. In particular, what things involve literacy practices After the brainstorm, categorize with the participants the different key areas and divide them into these groups for a detailed mapping exercise. Assist the participants to think about the different areas in life such as farming, animal rearing, buying and selling things at the market and so on. What literacy activities are	Flip chart Mark pens Any large piece of paper that can be used to write on

Time	Activity	Materials
	involved? Lead the discussion to find out how the adult learners who do not know how to read and write cope with these literacy practices? Summarize the discussion by writing on the map the literacy practices, areas of their interest, and coping skills. Are there scripts that the learners are already involved in?	
15 min	**Gallery walk** Display the maps from all the groups and give the participants a chance to walk around and review the work from other groups and note comments Bring the groups together and discuss the findings. Divide these into a chart that summarizes the practices based on gender.	
30 min	**Group work:** Divide the participants into groups of 4 or 5. Have each group divide their sheets into 2 columns. One column should read "possible challenge" and one column should read "possible solution". Have the participants brainstorm possible challenges and solutions that gender and cultural issues might create in their training, and write these in point form in the appropriate column. Collect feedback from the participants.	

◊TRAINER'S NOTES

- Learning takes place within a context
- Adults' experiences and knowledge are borrowed from a specific context. They will have the vocabulary and expertise of that context. Learning then should begin from what they are familiar with to reinforce learners knowledge
- Adults will learn when helped to utilize and reinforce existing knowledge
- It is important to be aware of the context/environment of the learners and use that to reinforce learning. What are the marketing practices, religious practices and so on that involve literacy practices

Session 2B: Understanding our learners

Objectives:

By the end of the session participants will be able to:

4. Discuss and articulate learners characteristics in relation to the training
5. Practice taking a needs and knowledge assessment to find out more about learners competencies
6. Discuss some theories that influence adult learners needs and their motivation to learn

SESSION 2B: UNDERSTANDING OUR LEARNERS

Time: 1 hour 30 min

GUIDING QUESTIONS

A. Who are the learners and how will this influence the training?
   - Activity 1: brainstorm on differences between adults and children

B. What are the learner's needs?
   - Activity 2: Performing a learners needs assessment

C. What theories of needs influence adult motivation to learn?
   - Activity 3: Application of the Maslow hierarchy of needs to training

HANDOUT

1. Differences between teaching adults versus children
2. Adult learning theories hand outs
3.

Time	Activity	Materials
30 min Pair work-interview	**Activity 1: Think –pair-share** In pairs have the participants think back to one thing they learnt as a child, and another thing they have learned as an adult. Have the participants share their experiences with their partners and draw up the similarities based on their experiences In a large group, share the findings with the whole class and discuss the implication to training the adults	Handout-adult/children learning
30 min	**Group analysis** Divide the participants into three groups Hand out the 3 handouts that look at adult motivation to	Handouts Maslow's hierarchy of

Time	Activity	Materials
	learning (Maslow, Andragogy, Give the participants 10 min to read through individually and then come together as a group to discuss and summarize the theories Have the groups present the main points Summarize in a plenary session the implications of these theories to training and adult learning	needs
30 min	**Activity 2:learners needs assessment** Now that we know who the learners are going to be, divide the learners into groups and have the groups brainstorm on the questions they would like to know about the learners Each question should be justified with a reason Post or write the questions on the board and categorize them where necessary Now give the learners needs assessment and see what needs to be added or removed	Summary of the learners needs assessment

◊TRAINER'S NOTES

- It is important to know that the way adult learners learn is different from how children learn. Teaching methods that work with children may not work with adults.
- Different learners have different abilities, expertise and knowledge. These when well facilitated are a wealth of knowledge to the whole group. How the trainer facilitates these experiences will influence the overall impact of the training. (encourage collaborative & participatory learning,
- Some of the experiences are not very positive and will need sensitive handling
- Adult learner are not children and hence facilitation of learning requires skills and sensitivity

Session 2C: The role of the facilitator

Objectives:

By the end of the session participants will be able to:

1. Articulate the facilitators role in a literacy and English class
2. Identify their strengths based on the identified skills and areas they would need to work on
3. Identify the basics needed for a good learning environment for the literacy classes and their roles

Session 2C: the role of the facilitator **Time**: 1 hour 30 min

GUIDING QUESTIONS

A. What is the role of the facilitator in relation to adult learning and training?
   - Activity 1: Individual analysis-My role in the current context

B. What technical skills do I need to meet the learning needs of the learners and facilitate training?
   - Activity 2: Individual self-analysis

C. What is the role of the facilitator in enhancing an enabling environment that encourages learning?
   - Activity 3: group work- creating an enabling environment

HANDOUT

1. Facilitators role brainstorm

Time	Activity	Materials
30 min	**Activity 1: Individual analysis** Have the participants think of the reasons why they want to teach adult In relations to the topics, think and write down at least three roles the participants see themselves playing to enhance learning After the groups finish, have the participants write these roles down on a flipchart or the blackboard. As a group discuss these roles and categorize Distribute the role of the facilitators handout and discuss in relations to the roles the participants came up with, add or remove what they group agrees as relevant or not	Facilitation handout

Time	Activity	Materials
30 min	**Individual work** Divide the participants into three groups Given the roles identified in the previous session, have the learners look at each role and reflect on the skills needed to fulfill each role. Discuss a SWOT analysis in relation to the roles identified Develop a working plan in relations to skills that the participants may have identified as areas of skills needed to improve	SWOT analysis

◊TRAINER'S NOTES

- Adults come to class with a wealth of knowledge.
- The role of the facilitator is to use that knowledge to build onto new tasks and facilitate learning
- Facilitators should build on their strengths and work on other areas in facilitating a literacy class.

Food for thought

How does your adult learner motivation to attending class parallel your desire to teach?

III. ADULT LITERACY LEARNING

Purpose: Summarize the adult literacy situation in the context of South Sudan

Objectives:

By the end of the session participants will be able to:

1. Articulate in their own words their understanding of literacy and it implication to development
2. Analyse the literacy practices relevant to South Sudan
3. Discuss the literacy situation in South Sudan
4. Discuss the implication of functional literacy in relation to the context

Session 3A: Adult literacy in South Sudan

Time: 1 hour

GUIDING QUESTIONS

A. Why is adult literacy important and what is the situation in relation to development?
   - Activity 1: Case studies and readings from the world

B. What is the literacy situation in South Sudan?
   - Activity 2: Mapping of literacy context in South Sudan

C. What is the role of functional literacy in the South Sudan context?
   - Activity 3: plenary session : group conclusion

HANDOUT

1. Case studies and readings on literacy
2. Summary notes on functional literacy

Time	Activity	Materials
20 min	**Case studies and discussions** Divide the participants into four groups. Distribute the case studies on literacy around the world and give the participants time to read alone Have the participants discuss and summarize the case studies What is literacy? What is the implication of the literacy situation in relation to development?	Case studies on literacy (from the EFA summaries)

Time	Activity	Materials
30 min	**Mapping of the literacy context in South Sudan** Now have the participants discuss literacy in South Sudan Based on their personal stories and experiences what is the literacy situation in South Sudan Guide the participants to map the literacy situation and issues that South Sudan is dealing with or has to deal with?(who is regarded as literate, by gender, geographical region and discuss its effect) In a plenary session, bring the groups together to summarize the findings What are the issues What should be done What is already being done	Statistics on literacy in South Sudan
40 min	**Plenary session: Functional Literacy** Brainstorm with the participants on their understanding of functional literacy? Discuss the issues of running functional literacy programs in South Sudan Divide the participants into groups. Are there added skills that they have that can help facilitate functional literacy class? Are there skills they feel they will need? Have the participants use the notes they wrote in the previous section from the SWOT analysis and see what else is missing, add to the list	
10 min	**Reflection and journal writing** Based on the day's discussion, write down questions you still have concerning adult literacy in South Sudan. Be prepared to share these in class	

◊TRAINER'S NOTES

- Defining literacy in south Sudan has to be contextualised but also set within the larger global literacy trends and issues
- Literacy is all around us and we need to identify the practices the learners will already be familiar with so as to use their experiences in the classroom
- Literacy learning has to be contextualized to the different lingua and issues of South Sudan especially at the beginning
- In South Sudan for example, learners from different contexts will be familiar with different literacy practices and the role of the facilitator is not to assume but to begin from what the learners know and are familiar with.

Session 3B: Approaches to teaching literacy

Objectives:

By the end of the session participants will be able to:

1. Discuss the three major approaches used to teaching literacy
2. Develop simple lessons to elaborate the three approaches

Session 3B: Approaches to teaching literacy **Time**: 3hrs

GUIDING QUESTIONS

A. How did I learn to read and write?
   - Activity 1: story telling: How I learnt to read and write.

B. What are the three approaches and how do they differ from each other?
   - Activity 3: simulation exercise and discussion

C. What should be put into consideration when selecting a literacy approach?
   - Activity 2: Group work and discussion

HAND OUT

1. Summary notes on the three approaches to literacy

Time	Activity	Materials
30 min	**Activity 1: Story telling** Divide the class into groups of 4 or 5. Have the group's first think back on what they remember as their first experience in learning to read and write (how old were they, where was it, in what language?) and so on Then have the groups briefly share their experiences and write it down Have the groups post their experiences on the chart or the board After all the groups are done, summarize the activity by looking at the salient feature Note the good memories and not so good ones	Handout-adult/children learning
2hrs	**Group analysis** As a whole group, begin to look for the salient features from the summary of the stories	Summary of the three approaches Sample of different

Time	Activity	Materials
	Plenary discussion Use the summary to introduce the three approaches 1. Phonic-syllable-word approach 2. Whole word/language approach 3. Integrated approach For each of the approaches, use a simulation exercise where the participants will infer from the presentation (Divide the participants into groups of three and give each a simulation exercise- Teaching a foreign language using the three approaches) Summarize the three approaches in a table Refer to different literacy texts and try to see the approach used.	literacy books (use the Nepal one)
30 min	**Activity 4:Debate and group discussion** Find out from the learners the approach they most liked and why Group the learners according to the chosen approach. (If they all choose one approach, allow them to discuss in different groups but give time to debate other approaches as well)	
10 min	**Reflection and writing** Think about the day's session. Reflect on how the day went and write down what stood out for you, areas you had difficulties in, and one approach you would be comfortable teaching.	

◊TRAINER'S NOTES

- Learning to read is a complex task.
- While there are different approaches, the best way to learn especially for adults is to learn by practicing
- In most cases, an approach will have been pre-selected by the time the teachers are teaching in class. However, this should not limit teacher to not trying other approaches as well. The issue is not about finishing primers but about assisting adults to learn.
- Teachers should take note of methods that learners prefer and note them down as part of their review for further feedback and review.

IV. METHODS OF TEACHING LITERACY SKILLS

Purpose: Assist the participants to acquire the knowledge and skills they need to be successful literacy facilitators/trainers

Objectives:

By the end of the session participants will be able to:

1. Draw out the complex process involved in learning to read, write and enumerate
2. Demonstrate at least two skills they can use to teach reading skills
3. Discuss issues that facilitators face in teaching literacy skills to adults
4. Simulate a lesson to elaborate the acquired skills

Session 4 A: Teaching reading

Time: 2 hrs.

GUIDING QUESTIONS

A. What reading practices are adult learners involved in from our context?
   - Activity 1: brainstorm reading practices
   - Activity 2: Do a transect walk to identify things that are written

B. What is involved in reading?
   - Activity 2: decoding and Encoding activities (simulation of a heliography activity)

C. What are the different skills for teaching reading?
   - Activity 3: practical sessions on the different skills

Handout

1. Summary notes on reading exercise
2. Going shopping
3. Reading clues

Time	Activity	Materials
10min	**Activity 1: brainstorming** Have the participants reflect on the reading activities they have done within the week. Encourage the participants to think outside books, and prompt for such things such as sign posts and so on. As they brainstorm write the answers on the board	

Time	Activity	Materials
30 min	**Transect walk: Our reading environment** Divide the participants into different groups and have them move around the compound from different directions noting down any reading materials Have the group report back Were there any materials available? If not why not? What does this mean in the context of literacy? What did they see written that would make it difficult for people who cannot read to try and read? If there were literacy materials, what language were the materials in?	
Pair work 30min	**Decoding reading: hieroglyphics activity** Explain to the participants that hieroglyphics is picture writing. Divide the participants up into pairs. Give each pair a copy of the hieroglyphics sheet or write the pictures in large writing on flipchart paper/chalkboard. Explain that the hieroglyphics writing is a short paragraph. Tell the participants they must try to work out what the paragraph says in English. Give them time to try their best and then bring the whole group together. See if anyone has worked out what the paragraph says: *One night at about half past ten a man and a woman walked out onto the sand. The man and the woman walked hand in hand in the moonlight. At the bandstand the couple walked right out into the water. At first light the couple lay dead on the sand.* Discuss with participants the difficulties someone could have with trying to read the hieroglyphics paragraph. Points that may come up include: • Deciphering what each picture represents • Putting the picture letters together to make words • Working out the linking words • Not recognizing words or situations because of lack of experience or background, e.g. the fact that this story takes place at the beach next to the sea. Emphasize from this activity just how difficult learning to read can actually be.	hieroglyphics sheet
30 min	**Decoding and Encoding activity (fishbowl exercise)** Divide the participants into four different groups. To each group hand out a card or paper that has a phrase written in different language and in a different script. Have the participants try to work out what the sheet says One person from the group should be recording the process. After about 15 min, gather the groups together to discuss	

Time	Activity	Materials
	the process. The participants trying to decipher the message should summarize first, followed by the observer.	
30 min	**What teachers can do to develop reading skills** "How do we read" Activity 2 Divide the participants up into groups of 2 to 3 people. Give out flip chart paper and marker pens. Give out the reading sheet, Going Shopping, to each group. Ask the participants to read the sheet and then together, list down all the things a person must do in order to read something like that. Give participants time to complete the activity and then bring the whole group back together to discuss. When each group has had an opportunity to give feedback, trainer should give input, using prepared flip charts/chalkboard on **Reading Clues.** Divide participants up into groups of 3 to 4 people. Hand out flip chart paper and marker pens. Ask the groups to make a list of all the strategies they can think of, of how to teach reading/develop learners' reading skills. Prompt them by asking them to consider how they learned to read at school or elsewhere. Give the participants some time to discuss and then bring the groups all together to discuss and collect feedback. The trainer should then give input using information from the trainer's notes on **What teachers can do to develop their reading skills** using prepared flip charts/chalkboard.	Going shopping reading guide Reading clues handouts Summary of reading learning summary (word recognition, pronunciation and sentence construction (from A guide for literacy instructors- Juliet McCaffery et al)

◊TRAINER'S NOTES

A literate society is a reading society- if people have to practice literacy then there must be things that they can read

To read, one must decode the symbols so as to make sense of the words. Decoding involves knowing the letters and their articulation.

As a teacher trainer remember that the learners will find it easier to spell the words they recognize

People beginning to read need to know that individual words are units of meaning.

Session 4B: Teaching Writing

Objectives:

By the end of the session participants will be able to:

1. Draw out the complex process involved in learning to read, write and enumerate
2. Demonstrate at least two skills they can use to teach reading skills
3. Discuss issues that facilitators face in teaching literacy skills to adults
4. Simulate a lesson to elaborate the acquired skills

GUIDING QUESTIONS

A. What writing practices are adult learners involved in from our context?
   - Activity 1: brainstorm writing practices

B. What is involved in writing?
   - Activity 2: decoding and Encoding activities (simulation of a heliography activity)

C. What are the different skills for teaching writing?
   - Activity 3: practical sessions on the different skills

HANDOUT

1. Summary notes on writing
2. Bengali script
3. Foundation module unit 1

Time	Activity	Materials
15 min	Have the participants reflect on the reading activities they have done within the week. Encourage the participants to think outside books, and prompt for such things such as sign posts and so on. As they brainstorm write the answers on the board	
30min	**Writing right activity** Divide the participants up into groups of 2 to 3 people. Hand out copies of "Script" to each group. Hand out blank sheets of paper. Ask the groups to look at the writing and make a copy of at least 2 of the words on the sheet. After giving the groups time to complete this exercise, get feedback from the whole group: What problems or difficulties did you have in doing this activity? **Stress that for students learning English writing for the first time, it can be just as difficult.**	Bengali script

Time	Activity	Materials
	Note: the writing on the "Script" is from India and the language is Bengali.	
15 min Plenary session	**Learning to write activity** Divide the participants into groups of 3 or 4 people. Hand out flip chart paper and marker pens. Ask participants to think about how they learned to write English or any other language and on the paper, list down the things they had to learn in order to write properly. Encourage them to think about the order of things they needed to learn. After some time, have the groups come together and present their ideas. Trainer should then give input on Basic Writing Skills, using a prepared flip chart/chalkboard with the chart from the Trainer's Notes.	
30min Pair work	<u>Basic Pre-writing/writing activities 3</u> The trainer demonstrates a number of pre-writing/writing exercises. <u>1.Tracking text</u> Use the text Going Shopping. Prepare a flip chart with 2 or 3 sentences taken from the text, written large. Give participants small pieces of card. Use a larger piece of card on the flip chart paper. Use the card to block out all words except the one you want to read. Have the participants do the same on their individual sheets. This will demonstrate the left-right orientation of English writing and help learners to track text. <u>2.Tracing</u> Using a large chart of the alphabet, have a few participants in turn come up and trace the shapes of letters on the chart. Or hand out individual alphabet sheets to participants and then have them trace letter shapes according to the trainer's instructions (see alphabet chart in appendix 5) <u>3.Dot Joining</u> Using a flip chart sheet, draw dotted shapes of letters of the alphabet in large writing, <u>4.Gap filling</u> Using a large flip chart paper, write in large print some simple words but leave out one letter in each word. On the bottom of the sheet, write in random order the missing letters (make sure they are different for each word). Have various participants come up and fill in the letter they think is missing from the word. If they are correct, cross out the letter that has been used from the bottom of the sheet, e.g.	Foundation module

Time	Activity	Materials
	5. Labeling Organize the participants into pairs. Give each pair a flashcard with a picture of an object, or give each pair an object e.g. pen, paper, and so on. Have each pair write the name for the picture/object and label the picture/object. After each pair has completed the exercise, have each pair hold up their picture/object and name it for the whole class. To extend this activity, you can then rotate the picture/object to other pairs and have them label it. Rotate so that pairs have to label all the pictures/objects in turn.	
30 min	**Simulation exercise** Divide the class into two groups of four each. Have some of the members simulate teachers teaching writing skills to learners who are beginner writers. The other group can be the writers learning to write. Debrief the session after each group has taken turns	

◊TRAINER'S NOTES

Writing involves coordination of the eye movement as well as the hands.

Sometimes for beginning writers, these are skills that need to be learned. Learners also have to develop good hand-eye coordination, how to hold the pen, and how to manipulate the pen to make patterns.

Learners need to know how to form letters, and to be able to write words, beginning with printing and moving on to cursive writing. Learners also need to know about spacing between words and punctuation. Learners need to learn the symbols of the writing system and the relationship between sound and symbols

There are different reasons why adults would want to write including and the facilitator should use these reasons to help them to write

Session 4 C: Teaching Numeracy

Objectives:

By the end of the session participants will be able to:

1. Relate the nature of numeracy in relation to adult learning
2. Summarize the processes of learning numeracy
3. Associate numeracy learning in the lives and experiences of the participants

GUIDING QUESTIONS

A. What numeracy practices are adults involved in from our context?
   - Activity 1: brainstorm writing practices

B. What is involved in numeracy?
   - Activity 2: simulation activities

C. What skills can we use to teach numeracy?
   - Activity 3: practical sessions on the different skills

HANDOUT

1. Numeracy in everyday life

Time	Activity	Materials
15 min	Have the participants reflect on the numerical activities they have done within the week or in the last 24hrs. Encourage the participants to think outside books, and prompt for such things such as sign posts and so on. Summarize the activity in the charts	Numeracy in everyday handout
30min	Discuss the activities in the plenary group and see if there are other activities that adults are involved in but missing from the large list. Encourage the participants to include calculating time, distance, money, using tools, estimating weight and so on In particular discuss how often numeracy activities are written down and how often they are done from memory. Think of a woman selling her products at the market, how does she deal with the computation and the numeracy activities involved?	

Time	Activity	Materials
	Write these down as they are helpful in understanding the learners process of understanding numeracy practices	
45 min	Divide the participants into groups of four. In the groups, have them select an everyday activity which involves numbers such as building, planting and so on The group should draw the diagram of the activity they have chosen In the groups, have the participants discuss and list all the different small activities that a trainer/facilitator could do with numbers based on the activity they have chosen (for planting for example- count seeds, add or subtract seeds, divide seeds to the area of land and so on) Note to the facilitator Practice as a whole group with one example before the groups do their pieces.	

◊TRAINER'S NOTES

It is important that the examples used in the activity above relates numeracy to situations with which are locally contextualized

Adults use numbers on a daily basis, whether it is to count money, make decisions in terms of how much to plant and where and so on.

V. PARTICIPARTORY FACILITATION TECHNIQUES

Purpose: Understand the uniqueness of a learning context, the learners and their role as facilitators

Key question: who are our learners and what is our learning context and environment

Objectives:

By the end of the session participants will be able to:

1. Discuss participatory learning in relation to adult learning
2. Identify at least 10 techniques that can be used to encourage collaborative and participatory learning
3. Infer from the training and analyse the techniques that have been used so far and relate them to learning

Session 5A: Introducing Participatory & Collaborative learning

Time: 1 hour 30 min

GUIDING QUESTIONS

A. How do we facilitate learners to work together and learn from each other?
   - Activity 1: Taking a stand activity-
   - Activity 2: brainstorm activity
   - Activity 3:
   - Activity 4: Reflection of process- Picture story

HANDOUTS:

1. Donkey picture story

Time	Activity	Materials
20 min	**Taking a stand activity** Have two big papers and write the following sentences each on a different paper Paper 1: Adult learners should be taught to learn to adjust to the lesson plans Paper 2: Teachers always need to learn to adjust lesson plans to the needs of the learners After hanging the two papers on different walls, allow the	Big paper and pen

Time	Activity	Materials
	participants to read and reflect and take a stand with the statement they agree with most. Learners are allowed to stand in between if they do not agree with either. When all the learners have taken their stand, have some participant defend the statement they agreed with most. Other participants are allowed to move if convinced the others are right. Debrief	
20 min	In groups have the participants outline on one side all the unique characteristics of the learners, based on previous lessons. On the other side, participants reflect on the uniqueness and discuss how they would or would not affect their facilitation skills.	
30 min	Reflecting on participatory and collaborative learning Give the learners a chance to reflect on the two words and brainstorm their answers. In two groups have the participants draw up the What are the advantages and challenges of using both approaches. Facilitate the discussion to summarize participatory and collaborative learning	
10 min	To summarize have the participants in the same groups come up with a proverb, a story they know that elaborates on working together Finish off with the donkey picture	Donkey picture

◊TRAINER'S NOTES

Learning occurs best when adults are involved in the process of learning as a group and individually. Facilitating participatory learning means allowing the learners to be involved in the learning process not just through activities but intellectually as well

Participatory facilitation encourages collaborative learning where adult learners work together to address learning topics/problems, reach a common goal, make decision, involving their intellectual abilities and various skills with the help of the facilitator.

Adult learners will come to class with different capabilities. It is common to see heterogeneous classes of adult learners with varying abilities (experiences, interests, levels) Facilitators can find this challenging; however, facilitators can make the most of the learning potential of their adults while attending to their difference by

- Flexible groupings
- Encouraging peer-to- peer learning
- Structuring learning activities based on learners abilities (tired activities)
- Breaking up assignments based on the learners abilities

Session 5B: Participatory techniques

Purpose: Provide an opportunity for an overview on a wide range of participatory techniques

Objectives:

By the end of the session participants will be able to:

1. Discuss and summarize to others at least 5 different participatory techniques
2. Review descriptions of at least 10 techniques
3. Demonstrate 3 techniques that to the class and receive feedback

Session 5B: participatory training techniques Time: 3 hours 30 min

GUIDING QUESTIONS

A. How best can we involve our learners to facilitate learning?
   - Activity 1: Think-pair-share (what we know)
     - Activity 2: Jigsaw introduction and technique
     - Activity 3: Large group sharing and summary

HANDOUTS:

1. Jigsaw card
2. Summary of techniques

Time	Activity	Materials
15 min	**Think-pair-share** In pairs as the participants to think back and write down all the techniques they have been involved in, then share with their partners. Have the groups summarize on the board what they know	
15min	**Jigsaw introduction** Explain the purpose of the activity and set up the jigsaw Hand out the cards to all the participants. Each group should have a number and each member of the group should have a letter (group 1 (abcde) Group 2 (abcde) and so on. Explain the participants the process There shall be two rounds of discussions in groups. The first round is to read the techniques, discuss them and become experts.	Jigsaw cards

	The second round will involve sharing their expertise with the other groups	
90 min	Hand out the partial hand out of specific techniques to the different groups. They are to read, discuss and react to the techniques. Ask the group to draw a symbol that represents each technique they have discussed. The groups should review techniques they feel comfortable enough and use those to try and include other techniques as well. The goal is to be an expert in any of the chosen techniques for the other groups. Encourage the participants to think about the preparation needed for each technique, advantage and disadvantage of each technique. Have the groups prepare a presentation or think of a way to explain the technique to their friends in the next round	Partial sets of handouts each with specific techniques
60 min	Participants now form different groups based on the letters (all the (a's) together etc.) The new groups have 10-15min per each participant to present their expertise to their colleagues as the experts.	
30 min	Large group discussion Bring the group together for a debriefing lesson by answering any questions the groups had. Summarize the experiences of all the techniques by drawing the similarities or identifying those that can be combined Use the learning cycle to summarize some of the techniques	Flip chart

◊TRAINER'S NOTES

There are many techniques that can be used to encourage participatory learning; Brainstorm, Buzz session, Think-pair-share, case study, critical incident, demonstration, fishbowl, gallery walk, jigsaw, lecturette, panel discussion, debates, role play, simulation, resource aid/kitchen concept, pictures, peer training, songs and dances, small groups, games etc.

When choosing a technique will be determined by

- Your learners:- their needs and how they will use the new skills to facilitate learning
- Available resources including time. (how much time do you need to prepare including time to allow grouping, always schedule time for discussion)
- The learning objective-the end goal should be to facilitate learning.

VI. MONITORING & EVALUATION OF LEARNING

Purpose: Allow the participants to monitor the progress of learning and facilitation

Objectives:

By the end of the session participants will be able to:

1. State at least three different tools that are used to assess learning
2. Design at least two assessment tools that can be used for learning
3. Articulate

Session 6A: Assessing learners learning

Time: 1 hour 30 min

GUIDING QUESTIONS

A. How do we by our designs ensure that learners are learning?
   - Activity 1: brainstorm
   - Activity 2: group work
   - Activity 3: Gallery walk

HANDOUTS:

1. Summary of assessment techniques

Time	Activity	Materials
15 min	**Brainstorm:** In the whole group discussion, find out from the participants, assessment techniques they have used or know of and use a spider web to display the findings.	
45 min	**Group work- story telling** In three groups hand out the different assessment techniques, have the groups read and discuss their technique and summarize on a flipchart (participants have 20 min) • The purpose of the assessment • Its advantage and disadvantage • What the technique would help to monitor or measure • How they would use it After each group is done, have the participants hand their work on the wall	Assessment techniques handouts Diagnostic assessment, Formative, overall program

Time	Activity	Materials
30 min	Gallery walk Have the other groups go round as a gallery walk and add questions or additions from the other groups The facilitator summarizes the group work	Adult learning principles Mark pens

◊TRAINER'S NOTES

Literacy learning and develop needs to be designed with systems that measure progress of the learning as well as the overall program

Assessment should be based on initial pre-test of the learners, varied to suit the differences of the learners, and be useful in providing feedback to the learner as well as the facilitators.

Session 6B: Reflective teaching and learning

Purpose: Provide the teachers tools for recording their teaching and class learning for positive feedback

Objectives:

By the end of the session participants will be able to:

1. State at least 2 reasons why reflection is an important feature in adult learning principles on adult learning
2. Use their journal to assess their progress so far

Session 6C: Reflecting teaching and learning Time: 1 hour 30 min

GUIDING QUESTION

A. How well am I using the lesson designs to assist learners to learn
   - Activity 1: story telling: Stories from the field
   - Activity 2: Reflection time using their journals
   - Activity 3: Buzz groups-what I have learned so far,
   - Activity 4: Reflection and summary

Time	Activity	Materials
20 min	**Story telling- stories from the field** Write on a flip chart or chalk board "How do I know that I am facilitating/teaching in a way that learners understand and learn?" Give the learners a few minutes to think about the question and allow time for discussion. Encourage them to give you a real story from their experiences, on things they have done to ensure that they are teaching well.	
30 min	**Reflection –Journals** Throughout the training, the participants have been encouraged to write in their journals at the end of each day to write down what they think they did well in, what stood out to them and why, and so on Ask the participants to remove their journals and give them time to read them. Then have the participant choose one incidence they learned or did but would do it differently given a chance	
10 min	Buzz groups In small groups, have the participants share their experiences	
20 min	Plenary session The place of reflective teaching in the learning cycle	
10 min	Reflection In their journals reflect on the process.	

◊TRAINER'S NOTES

Facilitating and teaching adult literacy can sometimes be a challenging and exciting experience. Facilitators can learn with each day. It is important for facilitators to capture the day's procedures so as to sharpen their creativity in teaching.

Their experiences can also be shared with other teachers to improve teaching and learning

Teacher reflection

- Has to be deliberately planned into t lesson plans
- Should be linked to learning
- Is about tutor's professional change and development
- Should be purposeful and well-structured to promote positive change and development

VII. PLANNING & MANAGEMENT OF LITERACY CLASSES

Purpose:

Objectives:

- Plan, write and execute a full lesson with peers
- Participate in a peer teaching activity that includes
- Identify factors that are needed to manage an adult learning class
- List factors that can contribute to wasting instructional time

Session 7A: Planning lessons

A. Why should facilitators plan adult literacy lessons?
   - Activity 1 : Debate

B. How best can we plan lessons to maximize learning?
   - Activity 2: Critical incidence
   - Activity 3: Plenary session: Lesson planning

Time	Activity	Materials
20 min	**Debate** Divide the class in two groups and have them prepare for the debate. Each group will have at least two members presenting the views of the groups in two minutes. "Planning lesson is a rigid form of instructions and does more injustice than facilitate learning" Summarize the session by drawing up the importance of planning lessons	
25 min	**Critical Incidence** Hand out the paragraph written critical incidence and give the participants a chance to read about the adult volunteer teacher faced with a mixed group of eager adult learners, little resources and with only two hours to teach.	Critical Incidence paragraph

Time	Activity	Materials
	In groups advice the teacher on the best way to plan a lesson to maximize learning by identifying all the tools needed and the processes.	
1 hr.	**Lesson planning** Most of the teachers have learnt about planning lessons. In this session draw out on the learners experiences and agree on the minimum sections that should be included in each lesson. As the facilitator, guide the process and remind learners of the key questions from the learning cycle (what do participants know and do? How can we build on what participants know and do? And how do we apply what we have learnt?) Divide the participants into small groups and ask them to develop session plans based on the discussion above. The groups are allowed to be creative in their session planning. Allow the groups to present their plans to each other and discuss any variability.	
10 min	Reflection and summary Give the learners time to reflect on the process citing one thing that stood out, something they would do differently, something they felt uncomfortable doing. Based on all the tools they have learnt, which plan do they feel comfortable sharing and why? What can they add to it? These should be written in their journals	

Session 7B: Managing time and expectations

Purpose: to begin to appreciate the process of learning and its relation to training

Key question: How does learning take place?

Objectives:

By the end of the session participants will be able to:

1. Identify factors that can contribute to time wastage in adult classes
2. Discuss options that would help to reduce wastage of time

GUIDING QUESTIONS

A. From my experience, where does time-loss occur in my previous classroom?
   - Activity 1: Story telling

B. What are the options that would reduce wasting time in classes
   - Activity 2:

Time	Activity	Materials
15 min	Story telling Ask the learners to think back to their experiences and recount instances where they planned for lessons but did not accomplish the objectives of the lesson or the lesson itself. Have them reflect on the experience and identify factors that may have contributed to this. After a few minutes, have the participants volunteer to share their stories and summarize on the board.	
30 min	Group discussion In groups, guide the participants to come up with solutions to the identified factors above Where possible use the stories shared to provide solutions	

◊TRAINER'S NOTES

Time management is a real challenge in adult classes. Learning time is wasted by poor planning; allowing distractions not relevant to learning; un-planned time for various steps; miss-management of interruptions; unclear tasks or issuing wrong instructional materials and so on

While flexibility is allowed in adult learning, any flexibility should be geared towards achieving the learning objectives as well as facilitating learning in classes

POST ASSESSMENT

How well have we done?

Using the same pre-test handed out at the beginning of the course; give the learners time again to fill in the same assessment

Ask the participants to review their goals again and write a summary description based on their goals of their achievement or not so far. What else would they have wished to learn?

HANDOUTS

Handouts 1

Pre- and Post - TOT Self-assessment

Name _____ **Date** _____

Read the sentences below and check/tick in the column the one that most describes you or that you are most comfortable with. There is no right or wrong answers. Make sure to answer all the questions.

1. OVERVIEW TO LEARNING AND LITERACY	**I have never heard of this before**	**I have heard of this and would know it if explained**	**I understand this concept and know how to apply it**	**I know this concept and I can teach it to someone else**
Learners Goal setting				
KWL- tool				
learning styles				
Adult learning principles				
Experiential learning cycle				
Linkages between Literacy learning and context				
Adult literacy learning				
Functional literacy				
Approaches to teaching literacy:				
1. Phonic-syllable word approach;				
2. whole language and				
3. integrated approach				
Methods to facilitate learning				
Teaching reading techniques				
a. decoding skills				
b. Vocabulary building				
c. Building fluency				
d. Developing comprehension skills				
Teaching writing techniques				
Teaching numeracy				
Developing Facilitation skills				
Collaborative learning				
Participatory learning				

1. OVERVIEW TO LEARNING AND LITERACY	I have never heard of this before	I have heard of this and would know it if explained	I understand this concept and know how to apply it	I know this concept and I can teach it to someone else
Participatory techniques				
e. Buzz groups				
f. Group work				
g. Think-pair –share h. Critical incidence i. Brainstorming				
j. Simulation				
k. Fishbowl				
l. Jigsaw				
m. Lecturrette				
n. Peer training				
o. Using songs and dance for learning				
p. Role plays				
q. Games				
r. Pictures				
s. Panel discussion				
t. Debates				
u. Gallery walk				
v. Resource persons				
w. Energizers				
x. Case studies				
Monitoring and assessing learning				
Diagnostic assessment				
Formative assessment				
Accountability on Overall program				
Reflective approaches				
Giving and receiving feedback				
Planning and managing literacy classes				
Planning literacy classes				
Designing or writing a lesson plan/session for adult learners				
Facilitating a lesson for adult learners				
Time management techniques				

K-W-L TOOL

K-Know What I Know	W-Want to Know What I want to know	L-Learned What I have Learned

My Goals for this workshop

Name _____ **Date** _____

1. In your own words, write briefly write down the reasons why you accepted to come to this training?

2. Now that you are here, what would you want to learn? Be as specific as you can. Use the sentence below to help you write your goals. Write as many as you can think of.
   By the end of this training I would like to be able to do_____so that I can be able to _____

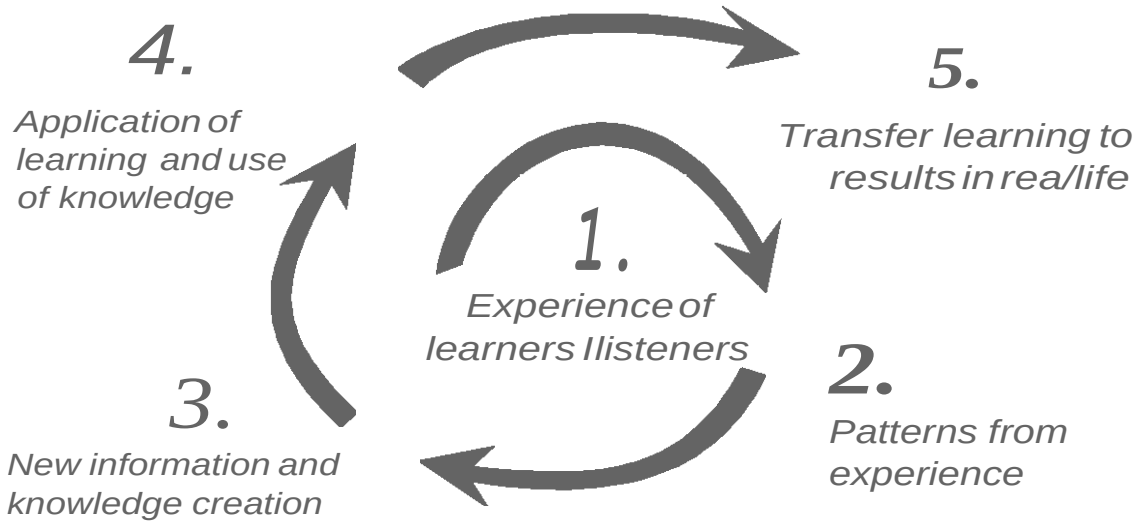
3. Of the goals you have written, select three goals which are most important to you.

4. Think about how you will know that your goals have been met.

The Learning Spiral

Basic Learning Spiral

from EDUCATING FOR A CHANGE,

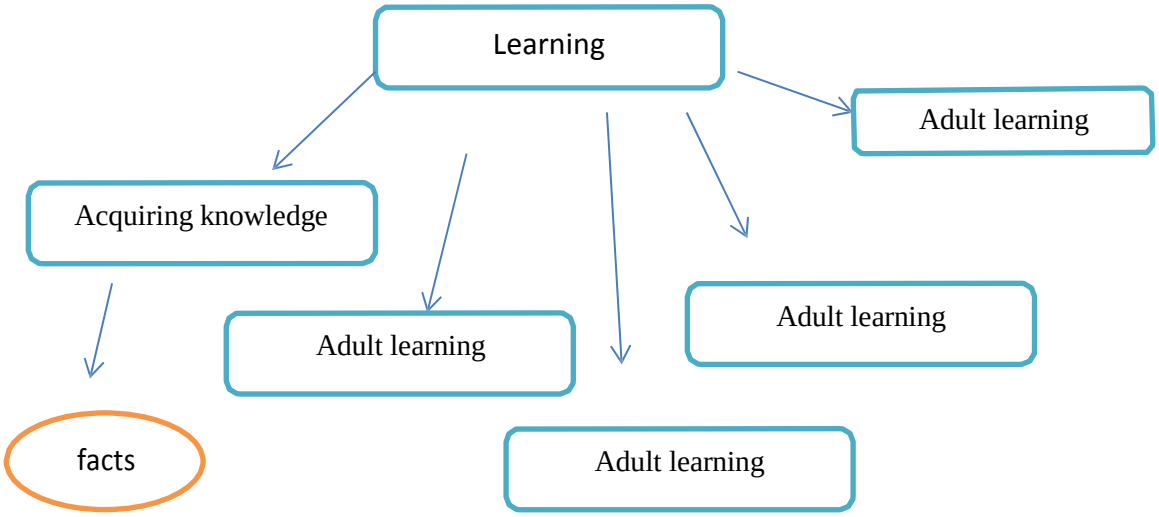


Interview suggested questions

Have one pair interview the lessons learned as a child and the other pair lesson learned as an adult. Feel free to add any questions

1. What is the activity or lesson you learned in both cases?
2. How did you learn?
3. What was the aim of your learning?
4. Why were you interested in learning that activity?
5. Did you encounter any challenges and what are they? How did you solve the challenges?
6. What was most interesting about the lesson or what can you remember most about the lesson you learned?
7. What motivated you or made you to keep learning?
8. How much time did you take to learn the activity?
9. Looking back, what have you benefited from the activity or lesson you learned?

Concept map example



LEARNING STYLES SUMMARY

Visual

Visual learners remember what they have **seen.**

These learners:

- Look at the teacher intently
- Often recognizes words by sight
- enjoy looking at posters, wall displays , books:
- uses lists to organize their thoughts
- enjoy puzzles and board games and use lists to organize their thoughts:
- notice details of surroundings
- Rarely speak in class or speak in as few words as possible.

Activities: wall displays, posters, flashcards, charts, grids and graphs

Auditory

Auditory learners remember what they have **heard.**

These learners:

- like to tell jokes and stories:
- have good memorization skills:
- use rhythm and sounds as memory aids: Solve problems b talking about them
- could score low on written tests: and
- Prefers verbal instructions.

Activities: storytelling, memorization, drills, dialogues discussions

Tactile

Tactile learners remember what they have **done.**

These learners:

- need concrete experiences to remember new information:
- learn by touching objects or doing experiments, projects :
- like building models, making maps and tracing pictures: and use writing and drawing as memory aids
- Have a short concentration span.

Activities: role-play, movement Exercises

Kinesthetic

Kinesthetic learners remember what they have **experienced.**

These learners:

- learn when they are active and moving around:
- learn best with quiet periods followed by active ones:
- are good at sports and physical activities: and
- Touch, fidget, fiddle and twitch, find it difficult to sit still for long.

Activities: physical tasks, competitions

Comparison on adult and children learning

Teach adults, considering these differences.

It is important to know that the way adult learners learn is different from how children learn. Teaching methods that work with children may not work with adults.

The way children learn…	**The way adults learn…**
…enter a classroom with limited life experience	…enter a classroom with a lot of experience that teachers need to take account of
…easy to motivate and keen to learn	…could be resistant and insecure about participating
…will accept being passive and uninvolved	…are happier and more productive when actively involved
…carry out tasks without question	…need to understand the reasons why they are doing something
…accept that they may not use skills immediately	… need to learn skills that will be of immediate use
…have an inner desire to learn	…require a reason to learn
… have to be at school and need teachers to learn	…don't have to take the course and can be more critical of the teaching
…learning can be focused on content and subject	…learning needs to be focused on problem-solving and completing tasks

Comparing children learning versus adult learning[1]

	Children learning	Adult learning
What is the learners' role?	Dependent:- follows instructions, receive information, Mainly passive recipient, has little responsibility for the learning process	Self-directed- If allowed, offers ideas based on their experience Independent, active participation (if allowed). They are responsible for the learning process.
What is the learner's motivation to learn?	External: to please family, religion, society, its tradition, etc. Learners may not necessarily see the immediate benefit of the learning	Internal:-They are there because they want to, motivation is internal. They see the immediate application. They want to achieve something with what they are learning now.
Who controls the choice of the content to be used for learning?	The educator identifies and defines problems-The teacher or other people controls what is to be learned, the learners has very little or no choice	Mainly centered on their current life, or problems learners may express
What is the main focus for instruction?	Education for the future benefits- To gain facts, give information, will be used later	Present use-Sharing and building knowledge and experiences

[1] Adapted from the CEDPA training of trainers manual

[2] Adapted from Integrated Literacy and peace building: A guide for trainers and facilitators.

Adult learning principles

Adult learning occurs best when it:

1. Is self-directed
   Adults must want to learn they learn effectively only when they have a strong inner motivation to develop a new skill or acquire a particular type of knowledge.

2. Serves to fill an immediate need
   Adults will learn only what they feel they need to learn Adults are practical in their approach to learning; they want to know, "How is this going to help me right now?" *Be practical, be direct. Adults need to be able to use these skills immediately so that they see their relevance*
3. Is not passive-participates in the learning as they have experience:
   Adults learn by doing Children learn by doing, but active participation is more important among adults.

4. Is reflective and addresses their issues-solves problems
   Adult learning focuses on problems and the problems must be realistic Children learn skills sequentially. Adults start with a problem and then work to find a solution.
   Begin by identifying what the learner can do, what the learner wants to do and then address the gaps and develop practical activities to teach specific skills

5. Is experiential-learns from doing
   Experience affects adult learning Adults have more experience than children. This can be an asset and a liability.

   Use the learners' experience (negative or positive) to build a positive future by making sure that negative experiences are not part of their experience in your program.

6. Is in a comfortable environment-
   Adults learn best in an informal situation Children have to follow a curriculum. Often, adults learn only what they feel they need to know.
   Involve adults in the learning process. Let them discuss issues and decide on possible solutions. Make the environment relaxed, informal and inviting.
   Adults want guidance Adults want information that will help them improve their situation or that of their children. They do not want to be told what to do. They want to choose options based on their individual needs.

.

A facilitator…

- Guides learners to new understanding with different, meaningful activities
- Knows that learners learn much better when they are actively involved:
- Encourages learners to take part in discussions:
- Uses what learners know and teaches from the known to the unknown:
- Encourages learners to take responsibility for their own learning:
- Talks to learners about the steps to take when solving problems or making decisions:
- Asks a number of questions in different ways before giving learners answers:
- Tells learners the outcomes they are expected to achieve and the way their work will be assessed before the lesson:
- Encourages learners to work at their own pace:
- Explains to learners why they are doing something and how it can help them in the future:
- Encourages learners to think about what they are learning and to ask questions
- Allow learners to take risks and make mistakes.

Instruction is the opposite style of facilitation. This lecturing-like style is boring for learners, as they usually have to sit quietly for long periods listening to the teacher. There is little if any learner's participation and low level of independent thinking

Facilitator	**Instructor**
• guides learners • actively involves learners • encourages discussion • considers learners' prior knowledge • expects learners to take responsibility • explains steps to problem solving and decision making • asks learners questions to probe for understanding • discusses outcomes and assessment with learners • encourages learners to work at own pace • explains the purpose of work and learning material to learners • encourages learners to think critically	• tells learners • expects learners to be passive • encourages passive listening • ''fills'' learners with new knowledge • ''spoon feeds'' learners • does not expect learners to solve problems • asks factual questions to check for understanding of knowledge • does not share outcomes and assessment with learners • sets strict time limits and expects all learners to finish at the same time • concerned only with what will be covered • concerned only with teaching new knowledge

Conclusion

The practical, purposeful self-directed adult learner need adult appropriate content, materials and activities that speak to their needs and interests and allow them to demonstrate their knowledge and abilities.

Going Shopping

I went with my father to town on Monday to buy vegetable seeds, and we saw very many shops. But all the shops were closed. It was a holiday. We went back home with no seeds. The next day was Tuesday. We went back to town and this time all the shops were open. We entered a farm shop and saw there were tomato seeds, carrot seeds, cabbage seeds, and onion seeds. Father bought all of these kinds of seeds. The shopkeeper put all the seeds into a bag. I carried the bag home with my father.

DEVELOPING READING SKILLS

Reading is the process of getting meaning from print. It requires the reader to be active and thinking. To get meaning from a text, the reader has to use their own background knowledge of the topic and their understanding of how the language system works. A good reader has to use clues. The following chart outlines what these clues are…

Reading Clue	Meaning	Example
Semantic clues	A reader uses his/her world knowledge and cultural knowledge to understand a text. Semantic clues are the things in a piece of writing that the reader can recognize, e.g. vocabulary, topic and so on.	"The *yeggles* took the *vumps* to the *treck*, doesn't make sense but "The *boys* took the *cattle* to the *stream"*, does, because the reader has the necessary world and cultural knowledge to recognize *boys*, *cattle* and *stream*
Syntactic clues	A reader makes predictions about the meaning of a text, based on their understanding of the language system – the grammar and structure of the language, e.g. Knowing the way verbs and verb tenses are supposed to work or knowing what the typical word order is.	"Mary is a very good dancer. She _____every day." A reader can predict that "dances" is the word that should go into the blank space because: - the only word that would fit is a verb - the verb from "dancer" would be "dance" - the verb must end with an –s, like with "she writes"
Phonological and graphic clues	A reader knows that the spoken language is represented by written symbols – letters, clusters of letters, and punctuation. The reader can recognize and decipher these symbols to read a text.	In the sentence "It was red and blue and y_____", a reader can guess that the missing word is "*yellow*" because the letter y is a clue

DEVELOPING BASIC WRITING SKILLS

Writing Skills	Strategies	Activities
Left-right orientation - Hand-eye coordination, position of body, arm, wrist, paper, desk, and so on.	Teacher demonstrates holding the pen, position of fingers, helps by holding the pen/pencil with the student, moving the position of the paper, altering the distance between chair and desk and so on. Relaxation exercises for arms and shoulders	- illustrate writing movement from left to right - turning pages of a book from left hand cover to right - word process to illustrate direction
Manipulation of pen - patterns and strokes	Teacher allows student to work at own pace, checks how student is holding the pen/pencil, demonstrates exercise, focuses on flow, reminds student to relax grip	- illustrate movement and flow by tracing in the air or with finger on paper - use worksheets to practice making strokes, loops, patterns – dot joining, tracing, completing the pattern, working from large to small
Letter formation - where to start the letter - direction - writing on the line - upper and lower case	Teacher allows student to work at own pace, demonstrates exercises, monitors and corrects. Encourages student to practice outside the classroom. Teacher may find some students like to use double-lined paper, with a broken line marking the middle between the top and bottom lines, e.g. ---------- _____	- tracing in the air, with finger - overwriting with pen/pencil - dot joining - copying - gap-filling
Writing words - cursive - word groups - spelling	Teacher demonstrates where to join letters together, monitors and corrects. Encourages student to practice outside the classroom. Use of different strategies: - circling the difficult part of a word to aid memorization - Look Say Cover Write Check - keeping a spelling book - looking for patterns - sounding out words - breaking words into syllables	- tracing in the air with finger - overwriting with pen/pencil - dot joining - copying - gap-filling, picture-labeling, simple form filling, categories, captions under pictures - spelling tests - correct the spelling exercises

Writing Skills	Strategies	Activities
Composing very simple sentences - spacing between words - basic punctuation	Modeling, guided questions, group writing. Production of students' own books. Class writing projects Teacher demonstrates spacing between words Teacher demonstrates use of capital letters and full stops	- writing frames - gap-filling - free writing about students' own experience - add-the-punctuation exercises - correct-the-punctuation exercises
Left-right orientation - Hand-eye coordination, position of body, arm, wrist, paper, desk, and so on.	Teacher demonstrates holding the pen, position of fingers, helps by holding the pen/pencil with the student, moving the position of the paper, altering the distance between chair and desk and so on. Relaxation exercises for arms and shoulders	- illustrate writing movement from left to right - turning pages of a book from left hand cover to right - word process to illustrate direction
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DEVELOPING NUMERACY SKILLS

Activities	Numeracy skill required	Mentally done	Written
Selling tomatoes	Multiplication, addition	X	X (price)
Sharing food in a large family	Division	x	
Measuring cooking oil for frying fish			
Buying water			
Measuring water for cooking rice			
Spacing seeds			
Calculating the time needed to do something			
Give cough syrup to child			

[2]

We estimate

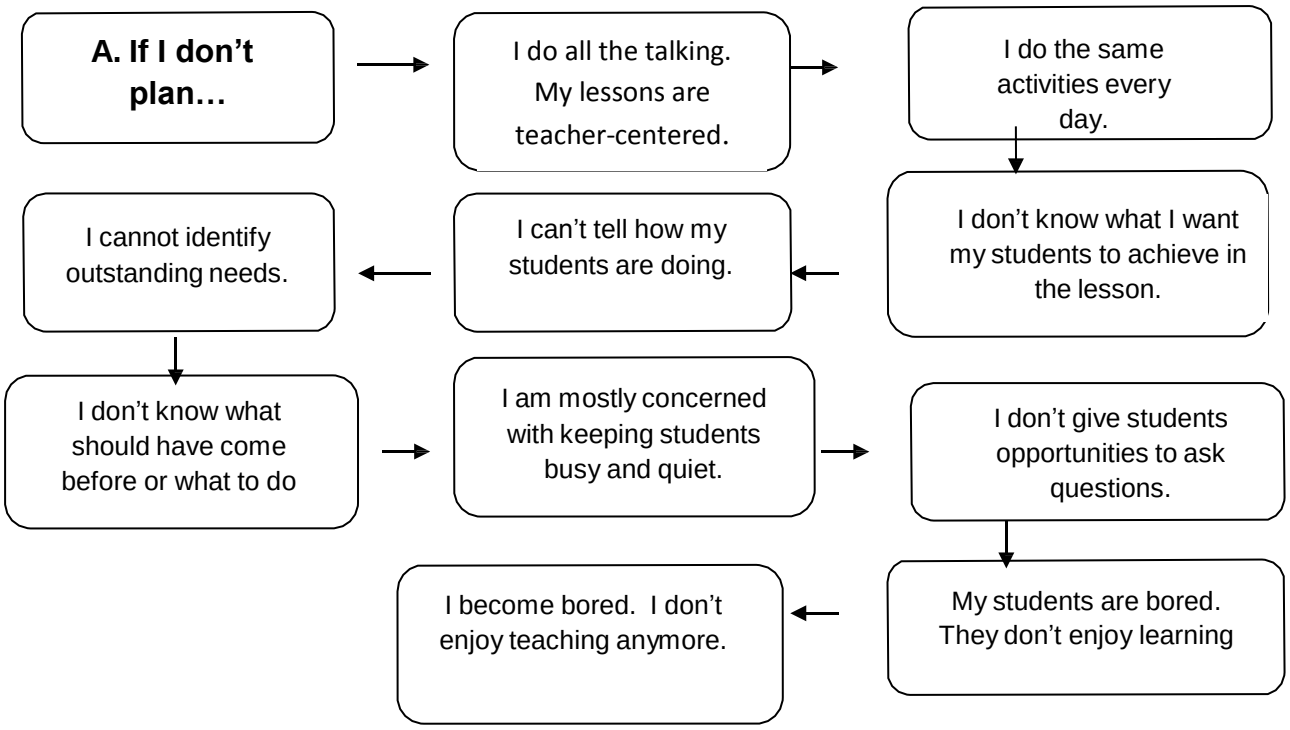
Time, amount, distance, length, volume, height

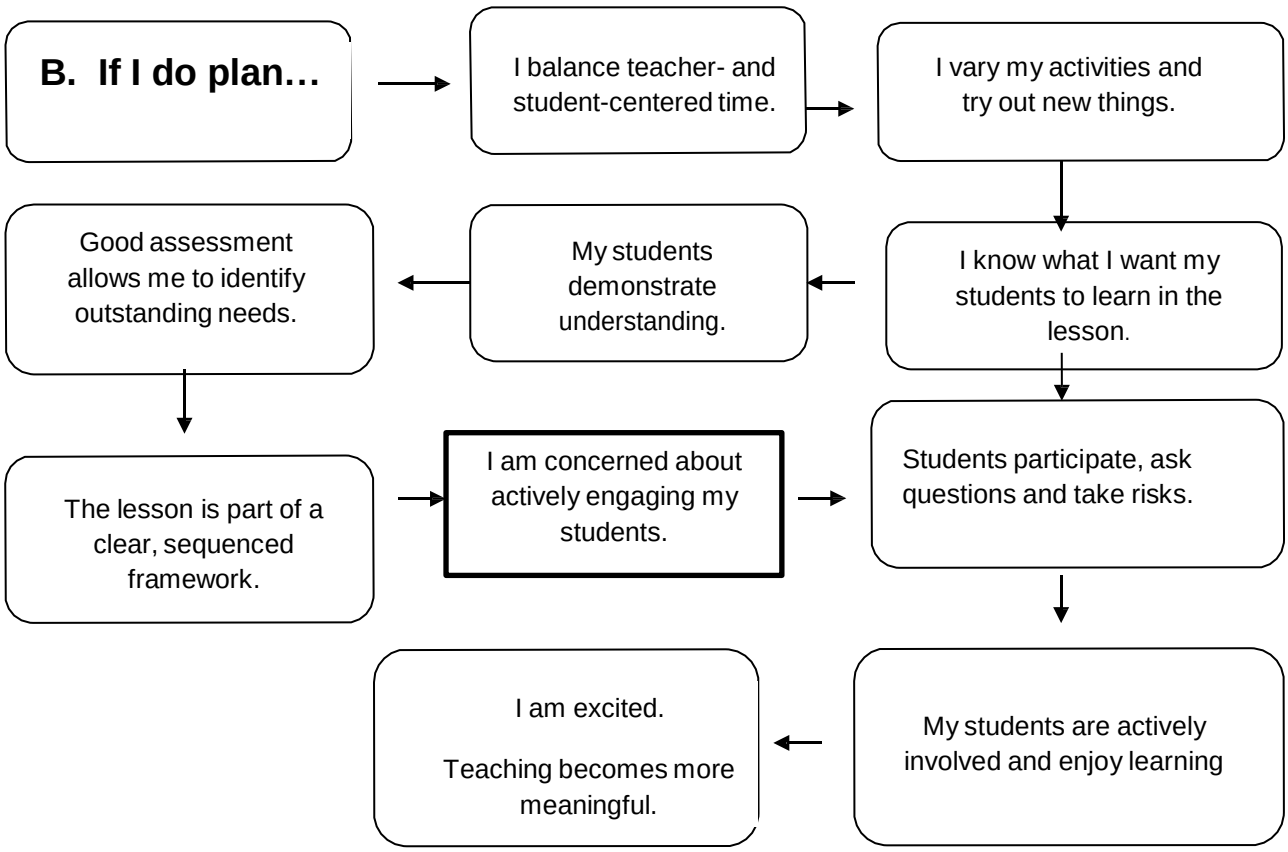
We want to be accurate with money, medicine,

[2] Adapted from Integrated Literacy and peace building: A guide for trainers and facilitators.

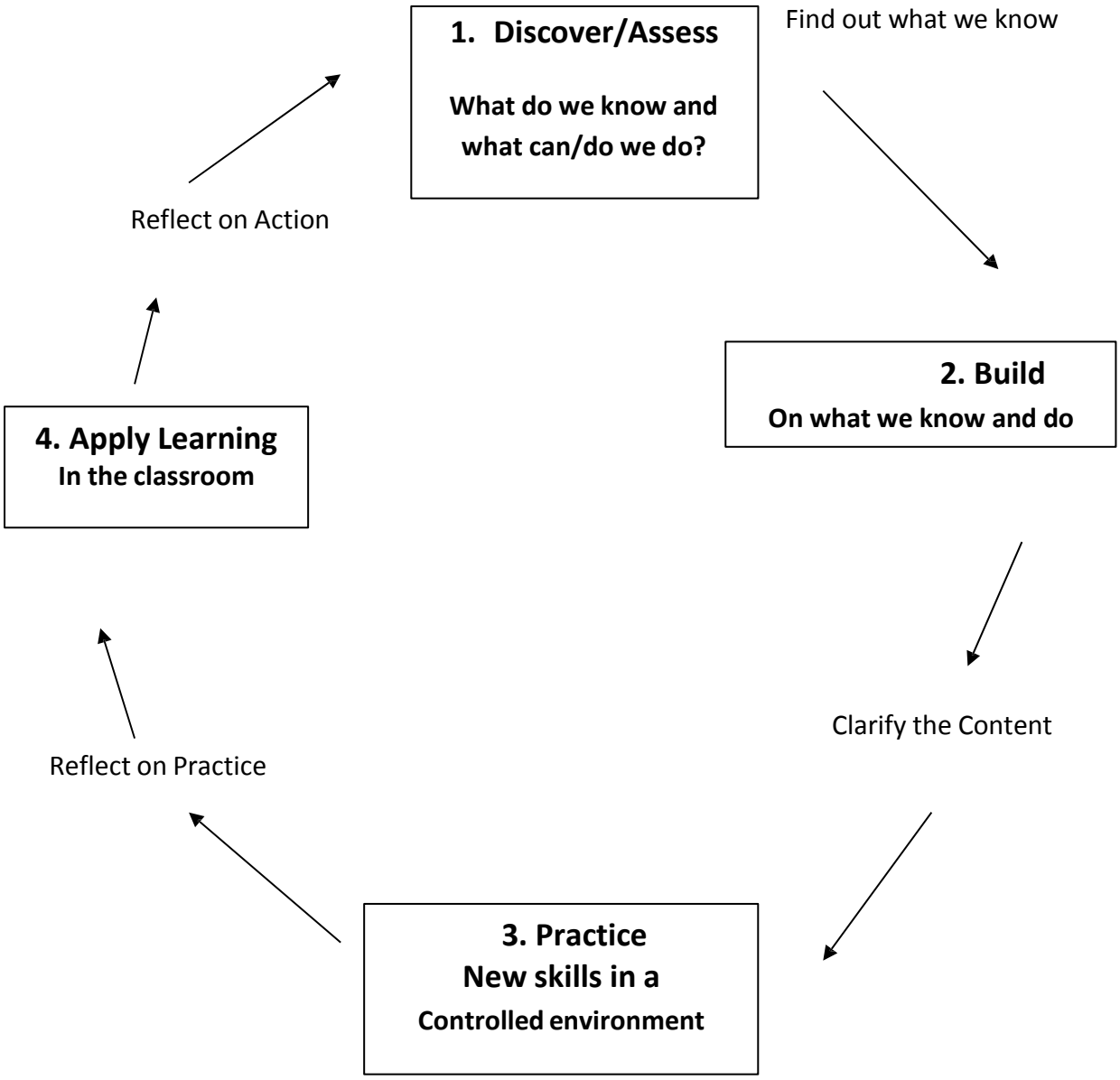
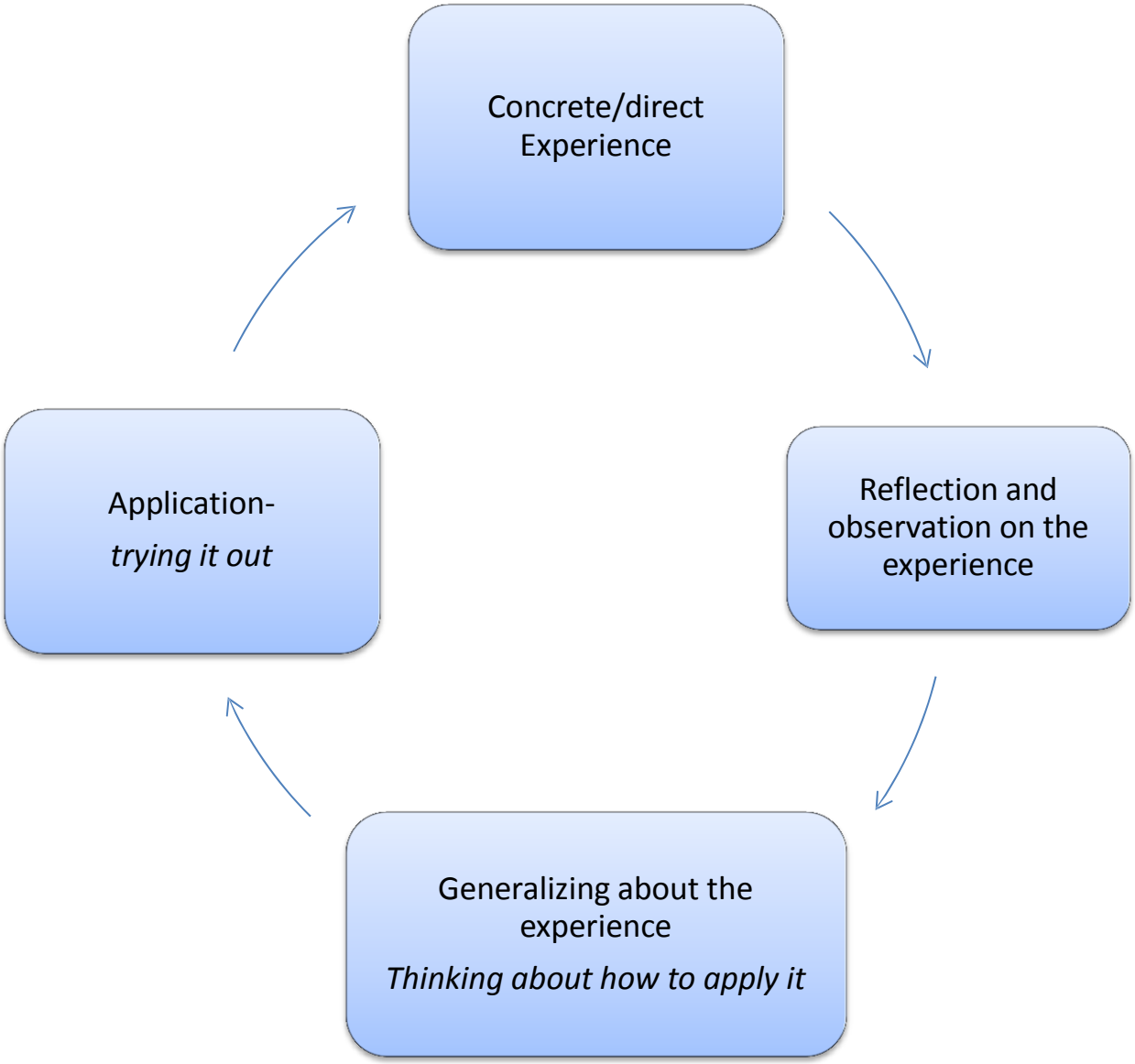
THE IMPORTANCE OF PLANNING

All teachers should know that it is important to be well-prepared before every lesson. Look at the charts below that illustrate this:





ACTION RESEARCH APPROACH



THE EXPERIENTIAL CYCLE